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The book covers an encyclopedic range of topics, an area as broad and uncompassed as the rural field itself. The social and economic problems of the community must be understood. School management and one-room administration are emphasized. The teacher in training is exposed to the principles of the technique of teaching. She has an opportunity to discuss the problems of individual differences. A few time-saving devices, the project method, and other modern methods are outlined. The author assumes that the teacher needs to be a good psychologist, understanding the laws of human nature and the limitations of the mind. She must know the sociology of the district, which is but a part of a wider rural area. School hygiene and sanitation are sorely neglected in many rural districts, and the would-be leader must have definite knowledge of what conditions should be.

The task of the author seems overwhelming, as is the work of the rural teacher. She usually has a very brief period of training, and we are to assume that the author writes for a specific situation when he presents thus a bird's-eye view of the task before her. Numerous references suggested at the conclusion of each chapter and advice to the instructor regarding careful guidance of the group discussions indicate that Mr. Grant realizes the danger, on the one hand, of a too rapid and panoramic view of many possibly misunderstood conclusions and, on the other hand, of wasting time on opinionated theories, with students indulging in hair-splitting details.

Rural training instructors too frequently face the problem of a brief period for intensive training over an extensive area. The students in training, however, need to know something of the judgments which they will have to form in their profession. Unless the student has gone through a period of directed thought activity, seeing all sides of each question in daily discussion with his fellow students, he cannot be expected to have formed conclusions, nor can he be prepared to have in reserve the richness of thought experience and the knowledge so necessary to success. This is the task which Mr. Grant has undertaken, and his lists of statements may well represent a life study. Normal-school teachers will find this book a valuable text on the rural-school problem.

MAY L. STEWART

The rural-school teacher.—The educational profession has reached the point where it no longer has tolerance for ignorance and guessing as to the conditions obtaining in the different fields of its work. Definite, objective information is being sought on every hand, and any piece of work which throws light on typical conditions is a welcome contribution. As the largest number of school children are in rural schools, so also are some of the largest unsolved problems. Definite scientific data in this field are much desired. A recent monograph¹

¹ LEROY ALBERT KING, *Status of the Rural Teacher in Pennsylvania*. Bureau of Education Bulletin No. 34, 1921. Washington: Superintendent of Documents, Government Printing Office. Pp. iv+87.

by Professor King contains information concerning the rural-school teacher in the state of Pennsylvania that will be of value not only to those in that state but to the profession at large.

Professor King interprets rural-school teachers as those in the one-teacher schools in the open country. Through the use of a questionnaire returned by a representative number of these teachers, combined with information secured from the county superintendents, illuminating data have been gathered on the social and economic status of rural-school teachers, the conditions under which their work is conducted, their academic and professional training, the state practices of certifying teachers, their experience and tenure, and the salaries paid. While the questionnaire method is always subject to some criticism as to accuracy and completeness, we are given to believe that in this instance all possible precautions were taken. The questionnaire used was relatively simple and easy to answer; the teachers were carefully instructed as to the information desired, and the results were confirmed by the county superintendents. It is further suggested that the interest of the teachers in the results of the survey was probably great enough to lead them to return correct answers.

A very interesting and informing chapter is the one devoted to the "Social and Economic Status of the Teacher." Here it is shown, among other things, that there are one-third as many men teachers as women teachers, that the average age is 26.7 and 22, respectively, and that 55 per cent of the men teachers are married as compared with 6 per cent of the women teachers. Eighty-one per cent of all of the rural teachers were born and raised in the open country. Forty per cent of them had saved \$100 or more during the year.

The other sections of the investigation are dealt with in equal detail. The need for supervision, for normal schools, and for a definite scale of salaries is shown. The bulletin contains tables giving in detail the findings of the survey, and these are interpreted in a very readable form. A bibliography of fifty-eight titles is presented. Such detailed information on the work of the rural teacher cannot help but stimulate needed action in this field, including the making of many more similar surveys in other states.

DOUGLAS E. SCATES

Textbooks in European history for the upper elementary grades.—About twelve years ago the Committee of Eight of the American Historical Association recommended for the sixth grade a course in European history extending from the earliest recorded times down to about 1607. Textbook writers and book companies took this recommendation seriously, and in the course of a few years a dozen texts were placed at the disposal of those contemplating the introduction of such a course. Many of these texts were excellent, and the results obtained from their use were highly satisfactory. But why stop the story at 1607? This question has arisen again and again since the outbreak